DOCUMENT RESUME

ED 087 496 JC 740 061

AUTHOR Price, Floyd H.; Havley, Tim
TITLE An Intern in a Community Junior College Tells It Like It Is.
NOTE 6p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Community Colleges; *Junior Colleges; Post Secondary Education; Program Descriptions; *Student Teachers; *Teacher Education; *Teacher Interns
IDENTIFIERS *Barton County Community Junior College; Kansas State University

ABSTRACT

This personal account of a teaching intern at Barton County Community Junior College briefly describes his reactions to the experience. The internship, the first attempted by Kansas State University, was in two American history courses during one semester. The intern's reactions were that not only did the internship provide practical classroom teaching experience but also gave him an opportunity to understand the unique purposes and characteristics of the community junior college that set it apart from other institutions of higher learning in the United States. (DB)

ED 087496

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

An Intern in a Community Junior College Tells It Like It Is

by

Dr. Floyd H. Price
Tim Havley

College of Education
Kansas State University
Manhattan, Kansas

JC 740 061

An Intern in a Community Junior College Tells It Like It Is

Many universities and colleges have now devised Masters Degree programs designed specifically for the training of those people wishing to teach at the community junior college level. This action is highly laudable; however, one important aspect of this specific training has either been greatly neglected or even entirely forgotten by most of the teacher training institutions. What we are referring to is the teaching internship in a community junior college, where the complete and full responsibilities of an instructor are undertaken by the intern for a minimum of one semester on a salaried or non-salaried basis. Supervision of the intern should be provided jointly by the community junior college and the teacher-training institution.

If an internship is effectively organized and administered by the cooperating parent university or college and the community junior college, and if the intern himself seriously undertakes his teaching duties, a very positive and rewarding experience will be the end result of these efforts. The intern will gain valuable experience in actual classroom teaching and its attendant responsibilities, while at the same time, he will become much more familiar with the ideas and practices of the community junior college system. As a by-product of an internship, the opportunity for better understanding and closer cooperation between community junior colleges and four-year institutions is also provided.

An Intern Briefly Describes His Experiences:

I personally know that the idea of a community junior college teaching internship is workable and can yield some very worthwhile results, for I have recently completed, what was thought to be by all concerned, a very successful

internship, much like the one described above. It is this internship experience of my own that I wish to tell you about.

My community junior college teaching internship was the first one ever attemped by Kansas State University, Manhattan, Kansas. The initiative for this program was provided for by the College of Education at Kansas State University. Arrangements for the internship were made with one of Kansas' newest and most progressive community junior colleges, Barton County Community Junior College, located just outside the city limits of Great Bend, Kansas, on a spacious, new campus.

In arranging this one semester internship for the fall semester of the 1972-1973 school year, it was agreed that I was to teach two different courses in American History, with complete and full responsibility for each class just as a regular member of the college faculty. Additionally, I was to be under contract with a salary paid by BCCJC for the semester. I was to be supervised by the Dean of Instruction at BCCJC, an experienced faculty member from the junior college, and my major professor at Kansas State University. I was free to seek any assistance or advice I might require during the semester from the regular faculty in the history department.

After completing my Masters Degree at Kansas State University in July of 1972, I soon left for Great Bend and moved into a small apartment there. In the latter part of August, I spent the week prior to the commencement of classes at BCCJC attending faculty meetings, assisting with student registration and enrollment, and getting settled into my office in one of the faculty complexes. During this week, I also began to become acquainted with members of the faculty and staff in our office complex. It soon became readily apparent that I was going to be treated just as another member of the regular college faculty. Advice and help were readily available when sought, but I was expected to "pull my own load" just like any other instructor.

Other than using the texts already chosen for the two courses I was assigned, I was at complete liberty to conduct the classes in any manner I chose. I was assigned two different three-hour American history courses: American History, 1492-1840 and American History, 1840-1917. These classes met on a Monday, Wednesday, Friday and Tuesday, Thursday, Friday schedule, with Friday's classes swinging or alternating every other Friday. Therefore, I had two preparations for the two different subjects, but actually teaching only one class each school day.

I plunged into my internship with a determined and positive zeal and with great expectations. I wanted to learn from experience and to prove that the internship idea was a viable concept. In the first place, I had very little prior experience in actual teaching and now, had the opportunity, finally, "to get my feet wet," while at the same time, I would be able to study, first hand, the distinctive purpose, problems, and characteristics of a community junior college. Furthermore, being the firm believer in the internship idea that I am, I was even more determined to make this initial attempt of such from Kansas State a successful one.

After surmounting the problem of shaky knees in the classroom, I began to relax and to enjoy working with the students in my two classes. Realizing that I was "on my own" in handling these classes, I soon began trying different methods of conducting class and utilizing a variety of approaches and techniques. Generally, most of the students were quite enjoyable to work with, and I quickly felt that they had accepted me as their teacher in much the same manner as the faculty had accepted me as a co-worker.

In addition to my regular teaching duties, I became further acquainted with the community junior college and its students by becoming involved in or with several campus activities. I was one of the sponsors of the college history club, which participated in a weekend fund-raising radio Marathon broadcast by a Great Bend station, sponsored an election night all-campus party at the

BCCJC Student Union in November, wrote a guest editorial for the college newspaper and, being fond of athletics, I quickly became an enthusiastic fan of BCCJ's basketball team.

I attended all of the faculty and division meetings, as well as the meetings of the faculty organization called PROF. I played for the faculty softball and basketball teams which competed in the campus intramural sports program. I had the privileges of a regular faculty member, including such things as access to supplies and materials, secretarial service, faculty library allowances, free photocopy service, free admittance to all home athletic events, a faculty identification card, and keys to the office complex and building in which my own office was located.

By the end of September, I had become well acquainted with the other twelve teachers in the two office complexes in my building, as well as with an increasing number of teachers across the campus. I spoke briefly with the president of the college several times, and the dean of instruction always made a point of stopping by my office to see if I had any questions or complaints or just simply to say hello.

And so my semester internship progressed--rapidly and smoothly. I had been at the college for less than two months when I realized that I was so comfortable and was accomplishing so much, that I actually felt as though I'd been teaching there for a couple of years. After grading the last of my final exams during the week prior to Christmas, I could hardly believe that, except for recording each of my students' semester grades in the registrar's office and picking up my final pay check, I had completed my internship at BCCJC.

Now, when reflecting upon my experience with a community junior college internship program, I can knowingly say in a most personal way, that it is a very worthwhile and profitable idea that can work and work well. I believe that a teaching internship program of some kind should become an integrated part of the educational training of future community junior college instructors.

An internship should become the rule, not the exception in our colleges and universities.

As in my case, the practical classroom teaching will be much needed experience for many; but, perhaps, even more important, is the fact that such a program provides the participating intern with the opportunity to study and to understand the unique purposes and characteristics of the community junior college that set it apart from other institutions of higher learning in modern America. There is no truly effective way to understand what it is that makes the community junior college unique, other than personal experience and involvement with such an institution.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 28 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION